



Childhood and Youth Studies 3351F (570)
Facilitating Child Advocacy
Fall 2026

Instructor: L. Donison
Email: ldonison@uwo.ca

Course Information

Calendar Description:

Childhood advocacy discourses and practices operate within institutional contexts populated by existing organizational discourses, policies, and practices often embedded in a network of interconnected agencies and groups. This course examines the enabling as well as restrictive features of the role adults play in terms of facilitating and inhibiting the planning, adoption and implementation of childhood advocacy initiatives.

Prerequisite(s): Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G. Notice: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Extra Information: 3 seminar hours.

Course Weight: 0.50

Breadth: Category A

Subject Code: CYS

Mode of Instruction: In-person with a mandatory weekend workshop

King's University College
CYS 3351F
Section: 570
Fall 2026
Facilitating Child Advocacy

Instructor Information:

Instructor Name: Laurel Donison.

Contact Information: Ldonison@uwo.ca

To contact me: Email Ldonison@uwo.ca (**ensure you add the class course number in the subject line**). I will try to return a response within 48 business hours (Mon - Fri 9:00 am – 5:00 pm). If you do not hear from me within 48 hours, please send a follow up email.

Office Hours: *(in-person) Available on Brightspace
(Zoom Call) Monday and Thursday all day*

CYS 3351 is planned as a real-time course in person on campus. The class is focused on developing and facilitating a workshop with children grounded in children's rights.

Please note: *This course has a Saturday workshop component. The workshop will be held at Boys and Girls Club London on Saturday November 21, 2026, please see Brightspace for more details on time, and location.*

Please note that you must be able to attend this event, it is a required component of the course

Land Acknowledgement

"We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America)." King's University College at Western.

It is my goal in this class to challenge you to think critically about how to use a child-friendly approach, participatory methods and design material grounded in children's rights. The objective for this course is to create a fun engaging experience for children that provides them with an opportunity to learn about their rights and share their perspectives and experiences. We will create arts-based activities that are suitable for all children with different needs and from various backgrounds.

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Anti-requisites: None

Prerequisites: Prerequisite(s): Childhood and Youth Studies 2214F/G or the former Childhood and Social Institutions 2214F/G.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Learning outcomes:

LO 1 – CYS students acquire a general knowledge of the key concepts, theoretical approaches and assumptions within the field of childhood and youth studies. They come to see children as competent social actors and understand the implications of this fact for children’s participatory rights in a local, national and global contexts. Those who obtain an Honours Specialization (HSP) in CYS demonstrate the ability to assess issues and critique arguments about the politics of childhood, social justice for children, and children’s rights and capabilities in various institutional contexts.

LO 5 – CYS students are able to assess the applicability of research and its social implications for public debate, policy, law, and professional practice. HSP students are able to offer critique and alternative perspectives on how research should be applied and what implications it might have for diverse communities in and beyond Canada.

LO 6 – CYS students come to appreciate that the way we position children and youth as persons shapes our policy positions and the research questions. HSP students develop the ability to place children’s and youths’ own experiences and perceptions at the center of research methods and policy/legal debate.

LO 9 – CYS students gain the ability to communicate accurate information and clear arguments orally and in writing.

LO 10 – CYS Students respect the limits to their own knowledge. They appreciate how uncertainty, ambiguity, and limits to knowledge might influence analyses and interpretations.

LO 11 – CYS students work effectively with others and take personal responsibility for their actions when part of a team. They take initiative and maintain behavior consistent with academic integrity, community involvement, and social responsibility.

Specific Course Learning Outcomes:

- Developing an understanding for Shaking the Movers broadly and themes related to this edition’s focus on “Building Spaces, Creating Pathways with Children and Young People.”
- Advancing knowledge for taking a rights-based approach to interaction with children and facilitating children’s rights through child-friendly design.
- Enhancing interpersonal, team-building, as well as written and oral communication skills through both short and long-term project-based activities.
- Active involvement in planning, revising, writing, and performing their *Children’s Book on “Building Spaces, Creating Pathways with Children and Young People.”* of Shaking the Movers London 2026.
- Reflecting on this experiential education opportunity as a means by which to identify transferable skills for future opportunities as child and youth practitioners.

Marking Norms

- A+ 90-100 One could scarcely expect better from a student at this level
- A 80-89 Superior work which is clearly above average
- B 70-79 Good work, meeting all requirements, and eminently satisfactory
- C 60-69 Competent work, meeting requirements
- D 50-59 Fair work, minimally acceptable
- F below 50 Fail

This course begins on **Sept 11th and continues until Dec 4th 2026**, honoring all important dates derived from University approved guidelines and academic policies

Throughout the course you are expected to interact regularly with other students, and with me, as your professor. The course is designed to structure and guide many small-group work elements as well as offer interactive opportunities for large community learning; much of the work will happen in smaller groups however some work will happen in large groups with the CYS 3355 students who we will plan and facilitate the workshop with. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to our class!

Course textbooks/materials:

There is NO REQUIRED TEXT FOR THIS COURSE

- *Weekly Readings and course material will be made available at no additional cost on OWL Brightspace*
- *To access course material, you will need internet connection*

Course Evaluation:

Assignment 1 (25%): Children's Rights-Based Performance Due Oct 20th, 2026

*Group mark

Assignment 2 (25%): Children's Rights-Based Picture Book Due Oct 25th, 2026

*Group mark

Assignment 3 (20%): Arts-Based Knowledge Mobilization-take away messages from the children Due Dec 05th 2026

*Group mark

Assignment 4 (15%): Personal Reflection Due Dec 09th, 2026

*Independent mark

Active and Informed Participation (15%)

*Independent mark

Week	Topic/session title	Description
Session 1 September 11 th , 2026.	Course Introduction <i>Introduction to the course and Shaking the Movers (STM)</i> Course Introduction (in our classroom) Meet with CYS 3355 (location TBD)	Readings: Please read: ➤ Visit the ‘Shaking the Movers’ tab on the Landon Pearson Centre website: https://carleton.ca/landonpearsoncentre/shaking-the-movers/ ➤ Take a look at the Shaking the Movers reports: https://carleton.ca/landonpearsoncentre/shaking-the-movers/#sect2 ➤ Read the following report: “What makes STM Unique?” https://carleton.ca/landonpearsoncentre/wp-content/uploads/WHAT-MAKES-SHAKING-THE-MOVERS-UNIQUE_.pdf We will explore: • Course objectives • Methods of assessment • Learning with another class (CYS 3355) about what STM is Introducing Shaking the Movers: this session will give you the chance to find out what shaking the movers is and how it works. We will start to think about how your learning in this class will help to develop and facilitate a Shaking the Movers workshop.
Session 2 September 18 th , 2026.	Facilitating Children’s Rights through Participatory Methods and a Child-Friendly Design Engaging with this year’s STM theme: Unpacking the Workshop Topic Select sub-theme topics and select group members	Readings: Please read: Pimlott-Wilson, H. (2012). Visualising children’s participation in research: Lego Duplo, rainbows and clouds and moodboards. <i>International Journal of Social Research Methodology</i>, 15(2), 135–148. https://doi-org.proxy.library.brocku.ca/10.1080/13645579.2012.649410 Blaisdell, C., Arnott, L., Wall, K., & Robinson, C. (2019). Look who’s talking: Using creating, playful arts-based methods in research with young children. <i>Journal of Early Childhood Research: ECR</i>, 17(1), 14–31. https://doi.org/10.1177/1476718X18808816 We will explore: <i>In this session, students will develop their understanding of arts-based methods with children and youth. We will discuss arts-based participatory approaches.</i> At the centre of this year’s Shaking the Movers is a topic, which you will be required to communicate and explore with the child participants. This session will enable you to develop your understanding of this topic and will provide a foundation for

		how you can explore this topic with children and ground your workshop in a rights-based approach.
Session 3 September 25 th , 2026.	Rights-Based Approaches A Rights-Based Approach to Working with Children/Rights-Based Advocacy	Readings: Please read: Taking a rights-based approach to fiction in primary schools: Early Level https://www.scottishbooktrust.com/uploads/store/mediaupload/7332/file/Early Level Taking a Rights Based Approach to Fiction Resource.pdf Lansdown, G. (2020). Exploring the meaning of children's participation. In V. Caputo (Ed.), <i>The children's senator: Landon Pearson and a lifetime of advocacy</i> (pp. 21 - 44). McGill-Queen's University Press. https://doi.org/10.2307/j.ctv18sqzb7.6 Caputo, V. (2022). Entangle, Entangled, Entanglements: Reimagining a Child and Youth Engagement Model Using a Common Worlds Approach. <i>Canadian Children</i>, 47(3), 8-20. https://doi.org/10.18357/jcs202219640 Watch: National Child Day: Understanding children's rights in Canada CBC Kids News Resources: Spirit Bear's Guide- Child Friendly Calls to Action: https://fncaringsociety.com/sites/default/files/2023-05/Spirit Bear%27s Guide to the Truth and Reconciliation Commission%27s Calls to Action .pdf ➤ UNICEF (2004). A human rights-based approach to education for all. (Pg. 10-11 only): https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/A Human Rights-based Approach to Education for All_0.pdf ➤ UNICEF. (2020). National human rights institutions (NHRIs) Series: Tools to support child-friendly practices. Advocacy with and for Children in the Work of NHRIS (pp. 7-8; p. 12-15; p. 16-21). https://www.unicef.org/eca/media/15321/file We will explore: A rights-based approach to working with children and we will engage with participatory approaches through a workshop facilitated by a guest speaker

		Guest Speaker: Jessica Campbell will share her rights-based research with children and facilitate an arts-based participatory workshop
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Session 4 October 2nd, 2026.	Working with Children & Being a Facilitator Deepening your knowledge on your sub-theme topic in relation to the workshop	Readings: Please read: Roerig, S., & Evers, S. J. T. M. (2019). Theatre Elicitation: developing a potentially child-friendly method with children aged 8–12. <i>Children’s Geographies</i>, 17(2), 133–147. Lomax, H., & Smith, K. (2024). Towards attentive, playful arts-based methodology with children. <i>Global Studies of Childhood</i>, 14(1), 102-120. https://doi.org/10.1177/20436106241233006 Explore: https://research.hud.ac.uk/institutes-centres/hudcres/projects/backchat/ Task: Here we will look at what is involved in being an effective facilitator when working with children. We will analyze strategies for facilitation in relation to our role as communicators, presenters, and enablers in order to support the activities that you are going to be developing. We will also look at how to take complex, academic information and turn it into simple, clear, child-friendly language. This will enable you to think about how to design your activities/discussion plan. In this class you will take time to research your selected sub-theme that is relevant to the broader workshop topic. Further explore children’s rights and start to develop your skit for the theater performance (assignment 1) and children’s story (assignment 2).
Session 5 October 9th, 2026.	Get Practical Effective notetaking and adapting activities Listening and participation	Readings: Please read: Blanchet-Cohen, N., & Bedeaux, C. (2014). Towards a rights-based approach to youth programs: Duty-bearers' perspectives. <i>Children and Youth Services Review</i>, 38, 75-81: http://www.iicrd.org/sites/default/files/resources/Towards a rights-based approach to youth programs Duty-bearers%27 perspectives 0.pdf ➤ Save the Children. (2021). The nine basic requirements for meaningful and ethical children’s participation, (pp. 1-11).

	Get Practical https://resourcecentre.savethechildren.net/document/nine-basic-requirements-meaningful-and-ethical-childrens-participation/ ➤ Save the Children. (2021). Mini guide: Moderating events with children https://resourcecentre.savethechildren.net/pdf/mini_guide-moderating_events_with_children-final.pdf/ Task: We will practice notetaking and talk about adaptations and flexibility when working with young people In this class you will continue working on Assignment 1 and Assignment 2 in your groups. Also think about any challenges/details/issues with delivery that you may encounter as you design your skit. Ensure your skit and children's book take a rights-based approach. Ask yourself is the message clear, simple, and child-friendly? Think about how your skit and book will prompt the children to engage in discussion with you about their rights. I will provide feedback throughout this session and work with groups when needed.	
Reading week		<u>Reading Week:</u> NO CLASS OCT 10 – OCT 18
Session 6 October 23 rd , 2026	Arts-based Methods as a tool for knowledge mobilization	Readings: Please read: Lomax H and Smith K (2022) Seeing as an act of hearing: Making visible children's experiences of the COVID-19 pandemic through participatory animation. Sociological Research Online 27(3): 559–568 https://journals.sagepub.com/doi/full/10.1177/13607804221087276#:~:text=Our%20Voices'%20is%20an%20animation%20co%2Dcreated%20with%2016,Spray%20and%20Hunleth%2C%202020). Explore: https://research.hud.ac.uk/institutes-centres/hudcres/projects/backchat/ Chapter 3, Selecting tools for creative research in Everley, S. (2021). Using Creative Arts-Based Research Methods in School Settings: Understanding and Empowering Children and Young People (1st ed.). Routledge. (Article in OWL Brightspace) Task:

		This week we will continue talking about arts-based methods and how they can be used with young children in different ways. We will explore knowledge mobilization ideas and think about creative ways that we can share the children's knowledge from the Shaking the Movers workshop. This class will help inform Assignment 3 Knowledge mobilization. Work on assignments Assignment 1 due on Oct 20, at 11pm. Assignment 2 due Oct 25th at 11 pm.
Session 7 October 30 th , 2026.	Trial Run 1	(Assignment 1) During this class you each group will have the opportunity to share their skit with the rest of the class. The class will help provide feedback and suggest any changes. (Assignment 2) You will have the opportunity to explore children's books with other groups in the class. You should come to class prepared with your books and prompts for a discussion plan that you will use with the children at Shaking the Movers. Make sure everything works and is thought through! In groups you will also discuss your roles for the workshop for the rest of the day.
Session 8 Nov 6 th , 2026.	Work session	This class will be an opportunity to finalize changes for your skits in relation to the feedback you receive in session 7 from other students and your instructor. You will need to ensure all materials (costumes, props etc) are ready for the final STM Dress Rehearsal in Session 9.
Session 9 November 13 th , 2026.	Dress Rehearsal for STM with 3355	Readings: Please read: Lambert, V., Coad, J., Hicks, P. and Glacken, M. (2014), Social spaces children in hospital. Child Care Health Dev, 40: 195-204 Explore: <u>https://www.voicebirthtoseven.co.uk/</u> Task: This session is the full rehearsal for STM. We will gather with 3355 and do a full run through of the event. We will make sure we have everything ready for the workshop.

Frankel, S. (2018). 'Giving Children a Voice.' Jessica Kingsley Publishers.

Freeman, M. (2007) Why it Remains Important to Take Children's Rights Seriously. *The International Journal of Children's Rights* 15(1): 5–23.

King, J., Wattam, J., & Blackstock, C. (2016). Reconciliation: The kids are here! Child participation and the Canadian human rights tribunal on first nations child welfare. *The Canadian Journal of Children's Rights*, 3(1), 32-45.

Lundy, L., & McEvoy, L. (2012). Childhood, the United Nations Convention on the Rights of the Child, and Research: What Constitutes a 'Rights Based' Approach? In M. Freeman (Ed), *Law and Childhood Studies: Current Legal Issues*, (pp. 75-91). Oxford.

Lansdown, G. (2014). 25 years of UNCRC: Lessons learned in children's participation. *The Canadian Journal of Children's Rights* 1: 172–190.

Lansdown, G., & O'Kane, C. (2014). A Toolkit for Monitoring and Evaluating Children's Participation: How to measure the scope, quality and outcomes of children's participation. Booklet 3. Save the Children.

Lansdown, G., & O'Kane, C. (2014). A Toolkit for Monitoring and Evaluating Children's Participation: Children and young people's experiences, advice and recommendations. Booklet 6. Save the Children.

Ruck, M., & Horn S. (2008) Charting the Landscape of Children's Rights. *Journal of Social Issues* 64(4): 685–699.

Assignment 1 – (25%) Children's Rights-Based Performance Due Oct 20th, 2026

Students will collaborate in small groups to research, write, and perform a short skit (3-5 minutes) that highlights a specific article from the United Nations Convention on the Rights of the Child. The selected article/s should align with your group's topic and the overall theme of the STM workshop.

The goal is to bring awareness about children's rights through creative storytelling and performance. The skits that are developed will be performed at the STM workshop event. The skit should introduce children to their rights and connect with young people's experiences and lives in our current times. The skit will be an important part of the day paving the way for the following activities that will be unpacking young people's lived experiences and perspectives on the sub-theme topic of the Shaking the Movers workshop.

The skit will be assessed on how accurately and effectively the chosen child's right is portrayed, originality of the story and ability to capture the audience's attention, overall teamwork, preparation, and equal distribution of effort (this includes preparation for props, costumes and materials needed to enhance the performance). *This is a group mark.

Assignment 2 – (25%) Children's Rights-Based Picture Book Due Oct 25th, 2026

Working in groups, students will develop a children's rights-based picture book that acts as a companion to their skit. For example, the book can be a prequel, sequel, extension of your skit or engage with your skit in another creative

way. You may adapt the message, characters or world from your skit into the illustrated book. The book should use simple child-friendly language and directly relate to your groups UNCRC articles that are addressed in the skit and relate to your topic. The book should be 8-12 pages long and include illustrations (drawings, art, photography etc). **YOU CANNOT USE AI TO CREATE YOUR STORY BOOK!** The story book should include questions that can be used as a prompt for discussion to engage the children. The questions can be embedded throughout the story or at the end of the story. The children who are in your group at the STM workshop will each get a copy of the book to use during the workshop and take home.*This is a group mark.

Assignment 3 – (20%) Arts-Based Knowledge Mobilization-take away messages from the children Due Dec 05th 2026

Students will use an arts-based method to share take-away messages from young people's perspectives at the Shaking the Movers workshop(s) in a child-friendly way. *This is a group mark.

MORE INFORMATION WILL BE PROVIDED IN CLASS

Assignment 4 (15%) - Personal Reflection Due Dec 09th, 2026

Working individually, students will reflect on what was learned throughout the course and the key take-away messages that they learned from their engagement with children and youth. Students will create an arts-based journal that connects theory from the course readings to their practice and experiences leading up to the workshop. A reflection model/activity will be provided in class to guide your reflection.

Active and Informed Participation: (15%) Student participation will be evaluated on the basis of active, informed, consistent and thoughtful oral participation in class discussions each week. Students may also be asked to complete formal participation activities throughout the semester. This includes participation with small and large groups. Simply coming to class does not give you participation marks. You must actively engage in the activities each week!

This mark also includes your facilitation/engagement/attendance at the workshop; students are required to attend the workshop and participate in the performance assignment.

*This is an individual mark.

Policy for Late Submissions

Penalties for late papers or projects may be avoided if extensions are requested in advance. Otherwise, a two-mark deduction will be taken for each of the first five days it is late (including weekends). After 5-days without communication, a zero will be assigned.

Students are expected to schedule appointments and other responsibilities around class time. To be excused from participatory requirements (attendance or homework, etc.) due to temporary illness or an unavoidable scheduling conflict, contact the instructor directly via email as soon as you are aware of the problem. Ordinary problems of this nature do not require documentation or communication with the Dean's Office; they will be dealt with by the course instructor.

If a student experiences a disruption in their ability to study or participate in the course for more than one week, or if there is a personal loss or trauma of a serious nature, they may request more extensive accommodations, counselling, and other forms of help. The best way to do this is to contact the instructor and/or the Academic Dean's Office.

- **Please note that Friday Make-Up exams may only be written with instructor's consent.**

- As of September 1, 2026, students will incur a fee of \$45.00 per make-up assessment booked with the Exam Office.
- As of September 1, 2026, for any Special Exams booked outside of the designated special exam days, students will incur a fee of \$75.00. The designated Special Exam Days for 2026-27 are January 8 and 9, 2027, and May 7 and May 12, 2027.

AI Usage Policy

Intentional usage of artificial intelligence or language generation or translation applications by students to summarize readings or complete assigned work for this course must be approved by the instructor and noted by the student in the submitted work itself. This mandate does not refer to aspects of AI programming embedded into applications such as Word, Chrome, etc. It applies to all intentional usage of AI as a 'co-reader' or 'co-writer.' Students must do their own reading and writing to construct their own voices as democratic citizens. They are not allowed to write text and feed it into a computer application to improve it or translate it. Asking an application to compose text and then changing words before submitting it as your own, constitutes plagiarism. The use of Grammarly or similar applications is prohibited. Using plagiarism checkers to see if plagiarized text has been altered enough to avoid detection is itself a form of academic dishonesty. Students must compose text, choose words, construct logic flow, structure sentences and paragraphs using their own minds and in response to what they read, hear, and experience. When you borrow words or ideas from another person or from a machine this must be placed in quotation marks and properly cited.

*instructor reserves the right to modify course outline.

Accommodation Policies

Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Attendance

*Please note: **you must attend at least 75% of classes to pass this course.** Attendance in class is vital.* You must attend the Shaking The Movers event at The Boys & Girls Club to pass this course. Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given*. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

*Due warning means that the instructor has advised the student in writing/email of the nature of the unsatisfactory performance (i.e., absent too frequently from class), and the consequence of continued unsatisfactory performance (i.e., if another class is missed, the instructor will advise the department and request the student be barred from writing the final exam).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Academic Calendar. <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Support Services

Support Services

- Accessibility, Counselling and Student Development at King's University College
- <https://www.kings.uwo.ca/current-students/student-services/>
- Mental Health@Western provides a complete list of options about how to obtain help:
https://www.uwo.ca/health/mental_wellbeing/
- Indigenous Student Centre
<https://indigenous.uwo.ca/students/supports/index.html>
- Academic Support Services at King's University College:
<https://www.kings.uwo.ca/about-kings/facts-and-information/administrative-departments/academic-deans-office/>
- University Students' Council offers many valuable support services for students, including the health insurance plan: <https://westernusc.ca/your-services/>

Statement on Academic Offences

King's is committed to Academic Integrity.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism.

All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see
<https://elearningtoolkit.uwo.ca/tools/TurnItIn.html>

Copyright re: Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. **Faculty members are the exclusive owner of copyright in those materials they create.** Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site, he/she should ask for the student's written permission.

1. Academic Accommodations (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** as soon as you are able to do so. They will assess your eligibility to write the “Special Examination” (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a multiple exam situation (i.e., you are scheduled to write more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one

week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

3. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options on how to obtain help: <https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College:
<https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's by emailing care@kings.uwo.ca or calling 519-930-4640 to reach a Social Worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to

have a cellphone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see

https://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

6. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. **Check with you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see

https://elearningtoolkit.uwo.ca/tools/Originality_Reports_-_TurnItIn.html.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

7. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

8. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

9. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.